

# Not Without Teachers: Intentional Teacher Development for Improved Student Outcomes

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# Moderator



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EdSurge Partner Success

## Panelists



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School District of Indian River County  
*Educational Consultant*  
The Learning Alliance



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*Senior Director*  
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AIM Institute for Learning and  
Research



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*Assistant State Literacy Coordinator*  
Mississippi Department of Education

## Panelists



**Kira Orange Jones**

*CEO*

Teach Plus

*Elected Board Member, District 2*  
Louisiana Board of Elementary and  
Secondary Education



**Elizabeth “Liz” Woody-Remington**

*Co-Founder and Chief Academic Officer*

The Learning Alliance

# AIM INSTITUTE for Learning and Research

AIM Institute for Learning and Research appreciates and encourages differentiation of professional learning for participants. The coursework levels offered in the **2023-2024** school year through AIM's learning management system are designed to deliver proven research and evidence-based content.

## Level 1

**Pathways to Proficient Reading** (general education teachers, reading specialists, special education teachers, and any teacher with struggling readers in upper grades)

**Pathways to Literacy Leadership** (building and district level administrators)

## Level 2

**Pathways to Structured Literacy** (participants who have completed PPR or PLL)

**Pathways to Structured Literacy with Practicum** (*acceptance by application only*)

## Level 3

**Pathways to Proficient Writing** (general education teachers, reading specialists, special education teachers, and any teacher with struggling readers in upper grades)



AIM Institute  
for Learning & Research



## **Part 1: *Science of Reading Classroom: Implementing HQIM***

- **Focusing on HQIM implementation** for effective Tier I instruction as opposed to a variety of supplemental materials
- **Moving to standards-aligned instruction** (text first) as opposed to standard-based
- **Following HQIM scope and sequence** as opposed to disconnected pacing guides
- **Focusing on preparation through annotation** as opposed to creating base-level lesson plans

## **Part 2: *Science of Reading Implementing HQIM: Assessment and Writing***

- **Shifting to text adjacent writing:** connected and dependent
- **Utilizing a screener and diagnostics** over benchmarks
- **Utilizing HQIM assessments:** Text-first instruction

## **Part 3: *Science of Reading Classroom: Small Group Instruction***







- Shifting practices to support students: rethinking reading comprehension
- Understanding the ABCs of small group instruction
- Utilizing Small Group Instruction Effectively during the literacy block
- Implementing an effective teacher-led center
- Exploring the “Plus Block:” addressing intensive reading interventions

## **Part 4: *Science of Reading Classroom: HQIM Instruction Implementation***

- Examining the school's vision and mission
- HQPL: Creating a positive culture for implementation and support
- Digging into data to determine process of learning cycles
- Analyzing EOY data and determining PL goals

## **Part 5: *Science of Reading Classroom: Internalizing, Annotating, and Elevating***

## Coaching Model Components

<b>Comprehensive Coach Training</b> 	<b>Goal Setting</b> 	<b>Effective Communication</b> 	<b>Reporting and Accountability</b> 	<b>Educator Development</b> 	<b>Collaboration and Effective Partnership</b> 
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## Mississippi Public Education Report Card

	2013	2022
QUALITY COUNTS GRADE FOR K-12 ACHIEVEMENT	F	C-
QUALITY COUNTS NATIONAL RANKING	50 <sup>th</sup>	35 <sup>th</sup>
NAEP 4TH GRADE READING NATIONAL RANKING	50 <sup>th</sup>	21 <sup>st</sup>
2022 NAEP 4TH GRADE READING AND MATH SCORES AT NATIONAL AVERAGE		
GRADUATION RATE	75.5%	88.9%

### Key strategies for improved outcomes:

- ✓ Effective State Board Strategic Plan
- ✓ High expectations for students and educators
- ✓ Higher academic standards
- ✓ Strong accountability system for schools and districts
- ✓ Professional development for educators

- Regional Literacy Trainings for Teachers
- *Families as Partners* - LBPA Informational Meetings
- *Coaching: Progress is a Process* (Curriculum Coordinators and Instructional Coaches)
- Literacy Coach Academy of Mississippi (LCAM)
- Multi-Tiered Systems of Support
- MS Literacy Leadership Network (MSLL)



“Providing education equity  
for Mississippi students.”

Tara Y. Wren, Director of Education

Questions & Discussion

# Upcoming GLR Learning Tuesdays Webinars:

## KINDERGARTEN MATTERS

Identifying and Supporting Children with Learning Differences

Tuesday, March 5, 3–4:30 p.m. ET/12–1:30 p.m. PT

## COMMUNITY OF PRACTICE SALON

Family Engagement Strategies with Learn to Earn Dayton

Tuesday, March 12, 12:30–2 p.m. ET/12–1:30 p.m. PT

## BIG BETS WORKING

Expanded Learning = Expanded Recovery: How Afterschool Programs Drive Student Progress

Tuesday, March 12, 3–4:30 p.m. ET/12–1:30 p.m. PT

## LEARNING LOSS RECOVERY CHALLENGE

The Power of Place: Embedding Two-Generation Approaches in Housing Developments

Tuesday, March 19, 3–4:30 p.m. ET/12–1:30 p.m. PT

Join us!

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